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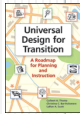
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## Introductions

<ul style="list-style-type: none"> <li>➤ Colleen A. Thoma, PhD</li> <li>➤ Professor, VCU</li> <li>➤ <a href="mailto:cathoma@vcu.edu">cathoma@vcu.edu</a></li> <li>➤ LaRon A. Scott, EdD</li> <li>➤ <a href="mailto:scottla2@vcu.edu">scottla2@vcu.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ For more information,</li> <li>➤ <a href="mailto:udttraining@gmail.com">udttraining@gmail.com</a></li> </ul>
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## Goals AND OBJECTIVES

- ☐ Understand UDL and trace its origin
- ☐ Review the benefits of UDL and its options for students and working in the classroom
- ☐ Explain UDT and review its characteristics
- ☐ Link UDT to classroom and post school goals
- ☐ Look at future directions and planning for UDT




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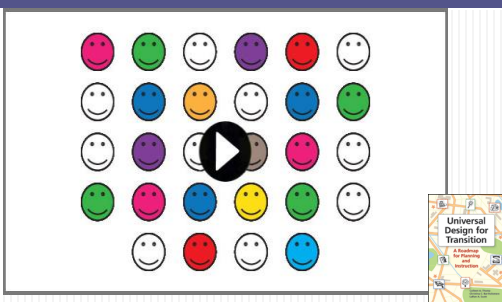
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## Diversity in the Classroom




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## Why do we need a new approach?

- What do students need to know and how should we teach them?
- **Does teaching academics mean that we need to give up on transition preparation?**




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## Universal Design

- Universal Design
  - ▣ Originated in the field of architect
  - ▣ Ron Mace, Center for Universal Design, NC
  - ▣ Advocate for upfront planning of accessibility




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## Universal Design for Learning

- Based in brain-based *Networks* and operations

Recognition Networks		Activates the "recognition" operation of the brain
Strategic Networks		Impacts how we plan, perform, and EXPRESS our ideas
Affective Networks		Impacts how we emotionally connect and ENGAGE in learning



## Universal Design for Learning

- Principles of Universal Design for Learning

- Three principles that correlate with the three brain systems

Multiple means of representation	Concerned with giving learners multiple ways of gaining information by providing and presenting content in multiple ways	Activates the "recognition" operation of the brain
Multiple means of expression	Concerned with giving learners an understanding of what they have learned and express this knowledge in more than one way	Activates the "strategic" operation of the brain
Multiple means of engagement	Concerned with tapping into the interest of the learning and providing multiple ways to stimulate engagement for learning	Activates the "affective" operation of the brain



## Universal design for transition

(Thomas, Bartholomew, Scott, 2008)

- Purpose: to bridge the perceived discrepancies between
  - Preparing students to meet academic standards and their transition outcomes
  - Universal and Individual instructional goals.
- Based on: Principles of Universal Design for Learning (Rose & Meyer, 2002) and evidence-based practices for transition (Test, Fowler, Richter, White, Mazotti, Walker, Kohler & Kortering, 2009).



## Universal Design for Transition

- UDT expands the concepts of barrier free methods and design to include its application to the
    - design,
    - delivery, and
    - assessment
- of educational services related to the transition from school to post-school for students with disabilities.




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## UDT components

- Multiple transition domains
- Transition Assessment
- Student self-determination
- Multiple resources and perspectives




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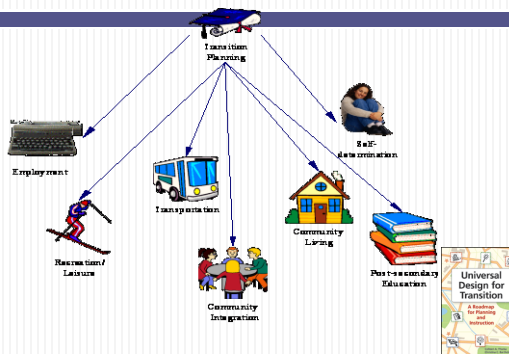
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## Multiple transition domains




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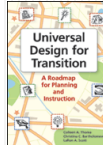
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## Transition Assessment

- **Transition assessment:** information gathering designed to determine:
  - Student preferences and interests for their adult lives
  - Supports, services, and instruction necessary to help students achieve those life goals
  - Student transition goal attainment.




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## Self-determination

- **Self-determination is a critical component of quality transition planning**
  - The focus is on a student's preferences and interests for an adult lifestyle.
- **Focus on self-determination throughout the curriculum-identify links in standards and objectives**
- **Provide opportunities through UDT in the classroom-creates links in transition process**




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## Multiple Perspectives/Resources

- **Multiple perspectives** beyond school and immediate student family must be included in the planning process (who has the information necessary for the team to make decisions)
  - Person-centered planning or Student-directed planning
- **Links to curriculum and others involved in academic planning**
- **Resources outside school environment**




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## Resources for implementing UDT

- Online resources
  - CAST website
  - Transition Assessment lists (VA site)
- Resources in book chapters
- Technology resources
  - Powerpoint
  - Inspiration
  - Word templates




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## UDT Template

- ❑ Tool for organizing UDT approach to instructional planning
- ❑ Step 1: Identify transition (instruction and assessment), SD needs of students in your class
- ❑ Step 2: Identify links to academic standards
- ❑ Step 3: Identify transition needs not already addressed
- ❑ Step 4: Build UDT unit and lesson plans




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## Pulling it together

- ❖ Identify authentic tasks
- ❖ Use flexible teaching models
- ❖ Recognize opportunities
- ❖ Scaffold community-based learning opportunities
- ❖ Find resources
- ❖ Involve students in instructional decisions
- ❖ Target the most important lesson(s)/transition goals first
- ❖ Think broadly




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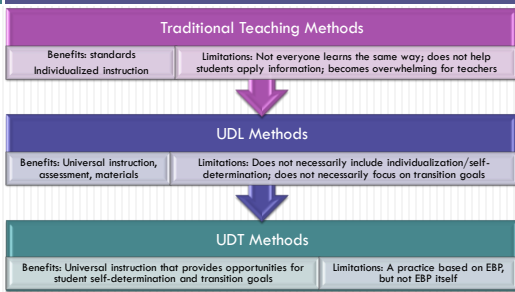
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## Benefits & Limitations to Methods




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## Example



- See UDT framework planning tool
- Now read through example of lesson
- Can you identify the UDL components?
- Can you identify the other UDT components?




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## Wrap up: last questions?




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